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Contacts

1. Program Information	<p>University of California Curriculum Integration (UCCI) Institute Sarah Fidelibus, UCCI Program Manager</p> <p>Street Address: 1111 Franklin Street Oakland, CA 94607</p> <p>Mailing Address: 1111 Franklin Street Oakland, CA 94607</p> <p>Phone: (510) 287-3349 Web Site: www.ucop.edu/ucci/</p>
2. Course Contact	<p>Teacher Contact: Katie Leslie Position/Title: UCCI Projects Coordinator Phone: (510) 587-6195 E-mail: Katherine.Leslie@ucop.edu</p>

A. COVER PAGE - Course ID 447111

1. Course Title	Le Francais 3 et Marketing (UCCI)
2. Transcript Title/Abbreviation	Le Francais 3 et Marketing
3. Transcript Course Code/Number	(UCCI)
4. Seeking Honors Distinction?	No
5. Subject Area	<p>Subject: Language Other than English</p> <p>Category: LOTE Year 3</p> <p>Language: French</p>
6. Grade Level(s)	11
7. Unit Value	1.0 (one year, 2 semesters, or 3 trimesters equiv.)
8. Previously Approved Was this course previously approved by UC? No	
9. Is this course classified as a Career Technical Education course: Yes Name of Industry Sector: Marketing, Sales, and Service Name of Career Pathway: Professional Sales and Marketing	

10. Brief Course Description

Le Francais 3 et Marketing prepares students for the challenges of an increasingly global workplace or post-secondary education. Students have a real-world dual opportunity to advance their French language proficiency while developing and applying foundational concepts of marketing. Students develop their French speaking, writing, listening, and reading skills as they progress through the French and Marketing topics. French Consumer Life looking at business fundamentals and marketing trends, Francophone Retail Markets emphasising economic concepts, business and marketing ethics, and pricing, French Food & Cuisine through market distribution, pricing, and promotion, and finally International Travel with an emphasis on valuing and pricing goods and services, marketing trends, and international business concepts. Students show their mastery of these concepts by using French to do group project presentations, writing reviews of group presentations, reading short stories in French and discussing the Marketing topics contained therein, and through examinations.

11. Pre-Requisites

(Required)

12. Co-Requisites

(Recommended)

13. Context for Course

This is an integrated course integrating French 3 content with a focus on Marketing, Sales and Service--Marketing specifically. The course is designed to help students develop a thorough understanding of level 3 French Language and Culture through a course rich in connections to Marketing that will generate interest in French and increase students' success. The applications throughout the course allow students to see the connection of French as they apply to a career in Marketing. This course could be part of a Marketing, Sales and Service academy in a sequence of French Language courses.

14. History of Course Development

This course was developed at the Fall 2012 University of California Curriculum Integration (UCCI) Institute focusing on subject area "f" Language other than English and the Career Technical Education (CTE) industry sector of Marketing, Sales and Service. It has been challenging for educators to find and develop linkages between some CTE sectors and certain academic disciplines. To address these challenges, the University of California created the UCCI Institute to focus on subject areas that have proven to be difficult to develop integrated curriculum. Over eighty California high school English and CTE instructors, administrators, curriculum specialists, and UC staff were assembled into teams and challenged to develop innovative model courses that infuse core foundational math concepts with relevant career technical elements.

15. Textbooks

TEXTBOOK 37530

Title: District Approved Level 3 French textbook

Edition: any

Publication Date: any

Publisher: any

Author(s): any

URL Resource:

Usage:

Primary Text

Read in entirety or near entirety

TEXTBOOK 37531

Title: District approved basic Marketing textbook

Edition: any

Publication Date: any

Publisher: any

Author(s): any

URL Resource:

Usage:

Primary Text

Read in entirety or near entirety

16. Supplemental Instructional Materials

1. Mastering French Business Vocabulary, by Bernard Gillmann & Martin Verrel

For use as a reference guide; great resource for French business vocabulary and terminology.

2. Business France, A practical Guide to Understanding French Business Culture, by Peggy Kenna & Sondra Lacy

An excellent, succinct book comparing and contrasting American and French business practices and professional culture.

3. Kiss, Bow or Shake Hands, Doing business in more than 60 countries, by Terri Morrison & Wayne Canaway

Excerpts about Francophone countries develop understanding of professional cultural norms in French-speaking countries.

4. Le Marketing pour Les Nuls, by Alexander Hiam

A French-language guide to basic marketing concepts. This book will be read in entirety and satisfies the expected reading of a language course at this level.

5. Marketing Dynamics 2nd Edition, by Brenda Clark, Jennie Sobel, and Cynthia Basteri

B. COURSE CONTENT**Course Purpose**

The purpose of this course is to combine an increasing and deepening knowledge of French with newly presented marketing concepts. Students read and analyze different marketing and French publications to identify the importance of marketing and its role and impact on the global business world. Using marketing vocabulary as well authentic Francophone business practices, students gain an understanding of basic marketing concepts. Through effective French speaking, listening, and writing skills, students gain an understanding of facts related to market analysis and the marketing concept including the relationship between the 5Ps of marketing, product, price, promotion, place, and people. Through application of basic marketing concepts, students compare and contrast a variety of global brands and how they use and implement branding to create successful marketing communications campaign. Students will revise and edit their work for clarity, diction, standard written French grammar, usage, and mechanics. They work in groups to collaborate on projects and to provide peer review and critique. There will be an emphasis on grade-appropriate development of French vocabulary, language conventions, reading comprehension, and writing skills. Upon completion, students leave the course with advanced knowledge of marketing and French language as well as options on how to secure employment in a global economy.

Course Outline

L'introduction au Marketing et au Français des Affaires

(Introduction to Marketing and Business French)

In a rigorous academic learning environment, students are challenged to advance their command of the French language and culture in a professional context and integrate foundational marketing concepts and principles. Through use of the French language (the target language), this unit introduces basic marketing concepts, the effectiveness of logos and branding, using the district approved marketing textbook, culturally appropriate Francophone business practices and norms, and various professional French language communication styles. By the end of the unit, students demonstrate foundational knowledge of French business language and marketing trends and the role of global business in a global society.

Specifically, students work, in French, with the marketing mix as described in Unit 1 of the marketing textbook: product (le Produit), price (le Prix), promotion (la Publicite), place (le Positionnement) and people (les Personnes). These 5 interdependent concepts are explored and applied in various methods using the French language.

Through analyzing of current marketing trends, students explore, in French, the effectiveness of logos and branding of Francophone companies. The authentic context and relevance of French culture, with regards to product placement and branding, is explored and discussed. Subsequently, students are evaluated on the creation of their own logo by implementing successful elements of branding.

This unit also focuses on recognizing and demonstrating the importance of culturally appropriate interpersonal professional relations in Francophone countries. American and French business culture practices are critically examined through the lens of various texts. Appropriate French-language business behavior is reinforced by creating and performing a French-language role play activity demonstrating professional French etiquette, comparing and contrasting the differences in management and leadership in a multicultural society.

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Lastly, professional French communication styles are analyzed in the target language. Students use a variety of authentic French language multimedia resources to identify, differentiate and write about the formal and informal French language register when marketing to diverse target audiences, as applied through the lessons using the marketing text. Using multi media presentation using digital and graphic design, students illustrate their understanding of how communication and design can impact reaching their target market.

La Vie Courante du Consommateur

(Consumer Life)

Building on the foundation of the 5 Ps of marketing as described in the marketing text, this unit explores how French product marketing influences purchasing decisions in francophone countries and comparing them to U.S. marketing campaigns to understand international concepts as they relate to marketing decisions. Students examine French consumer behavior and its influence on everyday purchasing decisions in francophone countries, understanding the basics of economic consideration. Students learn about different French economic and cultural concepts as they relate to daily life activities. Students explore community relations and social interactions and their impact on

marketing decisions in francophone countries while applying pricing and promotional techniques and strategies.

Using French language, students use primary resources and discuss consumer behavior in French speaking countries including information about legalities of marketing products, cultural differences in marketing of the chosen French country, as well as current marketing trends in everyday purchases. Through the use of various business texts as well as the CTE marketing text students will explain various current economic issues relating to Francophone countries and analyze consumer behavior and how it is measured through market research.

Students define economic and cultural concepts that affect marketing and understand the nature of current economic challenges and can conceptualize the resources available in specific Francophone countries. Through researching, reading, and analyzing, students compare and contrast purchasing decisions between consumers in French speaking countries and consumers in the U.S.

While using the marketing text as a resource for the foundations of product development, students examine the importance of product management and expand these concepts to include international business. ??Students identify cultural factors that affect product development and the different marketing techniques used to market products to audiences of various Francophone cultures.

Finally, students use their understanding of the 5 P's to develop and create an advertising campaign that addresses each of the principles and takes into account the cultural and legal impacts of their target country.

Cuisine et Alimentation

(Cuisine and Food)

This unit introduces students to the basic understanding of the elements of the marketing mix as they relate to food and cuisine. Using a challenging academic learning environment, students acquire necessary French language knowledge and marketing skills. These skills enable them to understand marketing concepts such as advertising, customer service, pricing strategies, and distribution channels as they relate to food and cuisine in Francophone countries and America.

Using the target language and the four language skills (reading, writing, speaking and listening) coupled with newly acquired marketing mix concepts, students explore different marketing scenarios related to the food culture in Francophone countries.

In this unit students use the target language to summarize, analyze, interpret and present critically different pricing strategies as outlined in the marketing textbook, advertising and sales techniques, and deliver persuasive presentations demonstrating how these concepts play a role in enticing customers to purchase a product. Students analyze and differentiate between each stage of the customer buying process.

Additionally, students draw from their marketing foundations and build to more complex concepts also gathered from the marketing textbook and summarize and interpret factors marketers use to position products and businesses such as branding, packaging, labeling, legal considerations, product life cycle, and management techniques for each level of the life cycle, purchasing functions. Through research, they examine how creativity, compelling communication and design, positioning, and target marketing effectively reach customers.

By the end of the unit, students expand their foundational knowledge of marketing concepts and the target language as it applies to Francophone food and cuisine. Students understand the importance of pricing products appropriately as well as various economic and cultural factors that affect pricing. They also determine appropriate distribution plans for various products and can defend their decisions through their understanding of logistics, transfer of product, channel systems, and fulfillment.

La Vente aux Particuliers dans la Francophonie

(Francophone Retail Markets)

Building on students' previous competencies in the French language and foundational marketing concepts, Unit 4 continues the focus on current and historical retail marketing practices in Francophone nations. Specifically, using the French language, students examine and analyze how the 5 P's (Produit, Prix, Personnes, Placement et Publicite) apply to Francophone fashion retail markets and the impact of French culture on buying decision. Students compare and contrast advantages and disadvantages of business ownership as well as selling strategies for wholesale and retail environments. Furthermore, students investigate and present the concepts, systems and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business marketing decisions as described in the marketing textbook.

This unit includes the French language exploration of the 5 P's as they pertain to fashion retail markets across the French speaking world. Students research the marketing techniques used in Francophone fashion retail markets. Upon completion of the unit, students become competent in Francophone fashion retail market and how French culture affects buying decisions while increasing their French language proficiency.

By the end of the unit, students generate marketing campaigns in French relating to fashion retail markets. Students demonstrate their knowledge of basic marketing concepts and French language proficiency, by successfully marketing and selling a product. Students understand the steps and techniques used in the selling process. They also, demonstrate an understanding of the nature and scope of the product and service management function, quality assurance, product mix, positioning, and other product market considerations.

D'ouvrir le monde du voyage

(Discover the world of travel)

This unit enters the exciting world of international travel using French websites to learn about destinations, travel plans and how different companies involved in travel market their products. This includes hotels, methods of travel such as air, train, boat, car rental, monuments and tourist destinations. Students also acquire a foundational knowledge of culture and marketing concepts to understand goods and services and the differences, between them, how they are marketed, and the economic factors that determines supply and demand for travel and leisure services. Through the use of lessons prepared from the marketing textbook.

Students understand how technology impacts business competitiveness and how promotion concepts and strategies are used to communicate information about products and services.

Students learn and demonstrate the basic notion of currency fluctuation and how it affects the

currency exchange rate by comparing and contrasting the dollar and the euro over a period of time. Students use online government sources to learn about the relationship between government and business, health and visa requirements. Students analyze different travel ads using newspapers, magazines, and online media and determine how marketing plays a crucial role in attracting people to tourist destinations. Students interpret, and present critically global trends and opportunities as they relate to the travel industry.

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Through research, reading and analyzing, students are challenged to design their own travel industry product, such as a travel itinerary, holiday package, brochures, and flyers, creating and designing potential innovative 21st-Century products and services. ??Using the French language, students work collaboratively to identify cultural factors that affect product development of pricing, promotion, placement and people. ??Finally, students analyze the concept of economic resources, the concepts of economic utility and scarcity.

Key Assignments

L'introduction au Marketing et au Français des Affaires

1. The 5 interdependent basic marketing concepts (price, promotion, place, product and (yes!), people) will be visually expressed in French by the tracing of the hand and assigning a "P" to each finger. The opposable thumb represents People (les Personnes), the pointer represents the product (le Produit), the middle finger represents the place (le Placement), the ring finger represents the promotion (la Publicité) and the pinky finger represents the price (le Prix). This assignment will visually reinforce the interdependence of the essential marketing principles, students have learned as our fingers make up our hand. A secondary component of this assignment will include written descriptions of the significance in French of the 5P's. This assignment will visually reinforce the interdependence of the essential marketing principles and understanding of the basic business and marketing fundamentals students have learned.
2. Students research and analyze various French companies and their business logos., discovering how companies communicate via marketing and how management affects marketing decisions. In French, students learn the properties of a successful logo and the importance of branding in a marketing campaign. Subsequently, students create using digital and graphic design and present in French their own logo branding themselves. Students are evaluated on the inclusion of all elements , including their understanding of business fundamentals, uses and application of technologies, communications, and basic marketing functions, and are assessed through the use of a rubric created by the teacher.
3. Based on the texts "Kiss, Bow or Shake Hands" and "Business France," students explore and demonstrate the differences and similarities between America and Francophone country interpersonal professional relations and appropriate French business etiquette. This is achieved through creation of a student-generated, French language scripted business meeting which students present to the class in a role play activity conducted in French adhering to Francophone cultural norms, while demonstrating competency and understanding of the importance of leadership and management in a multi-cultural society.
4. Students use a graphic organizer to identify and recognize various French language professional communication styles through the exploration and research of multiple Francophone company

websites. This serves as a model to develop their own French marketing tagline/slogan of a common household items targeted to both a formal (vous) audience and an informal (tu) audience. Students create a poster with their own tagline/slogan, in French, advertising the same product, using both formal and informal register. Students are able to explain how creativity, compelling communication and design, positioning, and target marketing effectively reach customers.

La Vie Courante du Consommateur

1. Students research consumer buying behavior as it relates to necessary purchases in daily life of one French speaking country and then write a 250 to 500 word report in French. This includes information about legalities of marketing products, cultural differences in marketing of the chosen French country, as well as current marketing trends in everyday purchases. This sets the foundational material for understanding basic economic concepts, indicators, and trends both in Francophone countries as well as internationally.
2. Students use authentic French resources to research current economic and cultural concepts and create a chart that outlines differences and similarities of these concepts between French speaking countries and the U.S. Students compare and contrast these subjects in French and are evaluated based on their group presentations. Economic concepts will be taught, including supply, demand, scarcity, choices, and goods and services.
3. Students utilize the Internet to research and examine multinational companies conducting business in the United States and Francophone countries (McDonalds, Coke, Louis Vuitton, or Yoplait, for example) to identify the different marketing techniques used to market products to French speaking countries versus the U.S. based on cultural differences. Students present in French their findings , including a diagram of various economic systems, realizing the impact that cultural and social environments have on world trade,using a multimedia oral presentation.
4. Using their knowledge of the 5 P's, students develop and create a marketing campaign as well as write a marketing plan to create a billboard campaign, in French, of a typical French consumer product. Students create a product ad for a billboard, and identify placement of the billboard identifying the audience (People) and price of product. Students design the final billboard ad which is displayed in the classroom for evaluation.

Cuisine et Alimentation

1. Using the target language, students will work in small groups to research and review several French restaurant advertisements (Internet, commercials, paper advertisements, newspaper ads). Understanding the nature, scope, and factors that affect the pricing function as it relates to the restaurant industry. After discussing their findings in terms of layout, vocabulary, and colors, they will design a short promotional ad in French for a small business and present their final product to a small group. Factoring in how creativity, compelling communication and design effectively reach customers.
2. After learning about the concepts of distribution channels (from raw materials to shelving), students will choose a familiar everyday food product, research the channels of distribution of that product. Using the target language they will present their findings in a multimedia presentation. This assignment develops their understanding of the concepts and processes needed to move, store, locate, and/or transfer ownership of goods or services. This includes logistics, exporting and importing, and shipping and receiving.

3. Using concepts of pricing strategies learned in the unit, students will choose three different brands of the same product (ex. Water, jam, cookies etc). They will compare and contrast the brand, the packaging, and popularity of each product, and create a table showing how different elements of the product affect the pricing strategy. This particular exercise enables students to analyze and synthesize the factors marketers use to position products such as branding, packaging, labeling, legal considerations, product life cycle, and how these decisions affect consumer behavior.

La Vente aux Particuliers dans la Francophonie

1. Through the examination of cultural impact on French buying decisions within Francophone fashion retail marketing practices, students gain understanding of marketing practices to model and create their own effective and successful French marketing campaign of a product of their choice, Thereby building on their foundational knowledge of marketing concepts and now are able to implement the concepts, systems, and tools needed to access, synthesize, evaluate, and disseminate information for use in making business marketing decisions. ??

2. Students use their own French marketing campaign to virtually launch and sell their product to peers using simulated European monetary devices and putting into practice the effective marketing techniques they have learned in order to be successful. Students generate a written and oral report in the target language analyzing the success, or lack thereof, of their own product sales, and those of a peer with different sales results. Students reflect in their reports on the how the 5P's of marketing affected the effectiveness of their sales campaign. The technology used in this campaign assists students in competing on a virtual global scale. Through assessment of their own and other students' campaign, students assess and critique each other to internalize and further their understanding of causal relationships between the business and marketing decisions they have made and their success or lack thereof. Students identify and evaluate the marketing techniques used and how they affected the outcome of their marketing campaign.

D'ouvrir le monde du voyage

1. Students pick a metropolitan U.S. city and research key tourist destinations, historical monuments, and cultural icons. Using technology/ multimedia, They create an enticing travel brochure targeting travelers from Francophone countries, understanding the factors that will affect travel, such as current economic and marketing trends.

2. In small groups, students utilize foundational marketing skills acquired throughout the unit such as governmental and trade regulations, marketing management, and assessment of global trends and opportunities to write and present a skit, using required key cultural and marketing concepts such as understanding the nature and scope of market research, legal and ethical promotion, and how government policies and regulations affect international travel and vocabulary advertisement in French to attract travelers to a specific destination. The skit should present a role play between an authentic business situation with travelers interacting with travel suppliers, such as a hotel owner, transportation provider or other travel industry representative.

3. As the final two-step project, In groups students create in French a marketing plan focusing on a travel product or service of their choice, such as a hotel, tour operator, transportation provider. The plan utilizes the 5 Ps of marketing as well as more advanced concepts such as the proper product

mix to promote their travel product or service, including obtaining primary market research, the importance of promotion and public relations, and realizing and accounting for the importance of and differences between the creative processes and the management processes involved in marketing. This activity culminates in the development of a website to promote their product or service.

Instructional Methods and/or Strategies

This course combines French and CTE/marketing and utilizes strategies that are effective in both curricular areas. Throughout the course, classroom methodologies focus on critical thinking, text analysis, and presentation of French realia, including, but not limited to the following:

Field trips to a French-run boutique and/or a French restaurant so the students can have a true experience of an actual business with French elements. The goal of such excursions is to have an authentic experience in a business setting with Francophone speakers. However an alternative would be to Skype or arrange a conference call in class with a French business owner. This strategy would be useful in the Unit on La Vente aux particuliers dans la Francophonie.

Guest speakers in live presentations or video conference calls with expertise in various aspects of marketing who can deliver information in French to provide valuable marketing principles. ??Guests would be invited

Graphic organizers: these will encourage students to visualize the new concepts in a meaningful way, and present the marketing concepts in French to assist students in Comparing and contrasting marketing practices in French speaking countries and the US, based on texts and research.?? This strategy is employed at the beginning of the course in l'introduction au Marketing.

Projects, including actually designing a new product, such as a t-shirt or piece of jewelry which can be mock marketed to peers via a website or ad campaign. Each student demonstrates mastery of skills by creating a unique product. NEW: The unit on the Vente aux Particuliers would include the mock product launch.

Cooperative Learning: Students learn to apply real world strategies by taking on the roles of marketing expert and customer. This will be used throughout the course.

Homework Assignments: Students do independent readings and observations in order to prepare for projects, in-class discussion, and discovery. Students will complete these assignments throughout the course.

Website research in which students study sites which represent various industries in French speaking regions concerning clothing, travel, and other items to purchase to critique the marketing techniques used.

Peer Review and Critique: Students learn to apply rubrics and internalize given standards of excellence when looking at each other's work.

Reflective discussions in French to help students develop their listening and speaking skills in a collaborative environment.

Inquiry learning in which students gather data, analyze it, and use critical thinking to formulate answers.

Journal writings in French at the beginning of class in response to open-ended questions of current marketing concept to generate innovative critical analysis, and encourage students to practice in freestyle writing.

Assessment Methods and/or Tools

Ongoing:

Vocabulary, Journal, Blog, Etc

L'introduction au Marketing et au Français des Affaires

1. The visual expression of the 5 P's assignment is assessed with a teacher generated rubric with assigned values to the comprehension of relevant French vocabulary, the students' ability to demonstrate understanding of the 5 P marketing concepts in the target language, word choice and descriptions that students create for the 5 different P's. The students written descriptions of the 5P's will be appraised for correct understanding of the principles as well as grammatical correctness.
2. Students presentations and logo designs will be assessed by both their peers and their instructor. Students evaluate the various logos using a rubric with categories of attractiveness, inventiveness and appeal. Teachers evaluate the presentation based on the accuracy of the French usage in addition to the student categories.
3. Students produce a script in French for a role play activity exploring cultural differences and similarities between America and Francophone interpersonal professional relations and appropriate business etiquette. The assessment of this activity includes an evaluation of the students speaking ability - level of clarity, vocabulary use and oral comprehensibility. This activity demonstrates their understanding of how business practices differ between American and French culture.
4. Students use a graphic organizer to identify and recognize various French language professional communication styles through the exploration and research of multiple Francophone company websites. This will serve as a model to develop their own French marketing tagline/slogan of a common household items targeted to both a formal (vous) audience and an informal (tu) audience. Students are evaluated on the correctness of their campaign ad as well as its attractiveness. There is also a peer evaluation by the class. Students are expected to master the concept of "register", which is the appropriate use of formality/informality of tone and pattern of speech.

La Vie Courante du Consommateur

1. Students research consumer buying behavior as it relates to necessary purchases in daily life of one French speaking country and then write a 250 to 500 word report in French. Evaluation is based on a teacher-designed rubric that includes proper French grammar and word usage, demonstration of the 5 P's of marketing that are present in the marketing of everyday products of their chosen country, and identification of legal issues regarding marketing in their chosen French country.
2. Students use authentic French resources to research current economic and cultural concepts and create a chart that outlines differences and similarities of these concepts between French speaking countries and the U.S. Students compare and contrast these subjects in French and are evaluated based on their group presentations skills, subject matter knowledge, proper use of key vocabulary and French speaking comprehensibility. Peer and teacher evaluations assess the charts for comprehension and synthesis of the content will be used for assessment.
- 3 Students present their findings regarding multinational companies using multimedia oral presentation. Students are assessed using a presentation rubric filled out by both peers and teacher. The rubric includes group presentations skills, subject matter knowledge, proper use of key vocabulary and French speaking comprehensibility.
4. Students create a product ad for a billboard, and identify placement of the billboard taking into consideration the audience and price of product. Students design the final billboard ad which is displayed in the classroom for evaluation. Peer and teacher scoring rubrics are used as the evaluation tool to assess proper and realistic use of the 5 P's of marketing.

Unit 3

1. Students design a short promotional ad in French for a small business and present their final product to a small group. The ad will be evaluated will be assessed by both their peers and their instructor. Students evaluate the various ads using a rubric with categories of attractiveness, inventiveness and appeal. Teachers evaluate the presentation based on the accuracy of the French usage in addition to the student categories.
2. After learning about the concepts of distribution channels (from raw materials to shelving), students will choose a familiar everyday food product, research the channels of distribution of that product. Using the target language they will present their findings in a multimedia presentation. Teachers evaluate the presentation based on the accuracy of the French usage in addition to the student categories.
3. Using concepts of pricing strategies learned in the unit, students will choose three different brands of the same product (ex. Water, jam, cookies etc). They will compare and contrast the brand, the packaging, and popularity of each product, and create a table showing how different elements of the product affect the pricing strategy. Teachers evaluate the project based on the accuracy of the French usage in addition to the student categories.

La Vente aux Particuliers dans la Francophonie

1. Through the examination of cultural impact on French buying decisions within Francophone

fashion retail marketing practices, students gain understanding of marketing practices to model and create their own effective and successful French marketing campaign of a product of their choice. The French language marketing campaign is written in the target language and assessed using a grading rubric evaluating French language proficiency and the successful inclusion and application of the 5P's (price/prix; product/produit; place/positionnement; people/personnes; promotion/publicite) as they pertain to the Francophone fashion retail markets students have selected.

2. Students use their own French marketing campaign to virtually launch and sell their product to peers using simulated European monetary devices and putting into practice the effective marketing techniques they have learned in order to be successful. Students generate a written and oral report in the target language analyzing the success, or lack thereof, of their own product sales, and those of a peer with different sales results. Students reflect in their reports on how the 5P's of marketing affected the effectiveness of their sales campaign. Assessment by target language rubric evaluates multiple factors including: the profit margin of each student, French proficiency in both written and oral reporting, with emphasis on the 5 P's.

D'couvrir le monde du voyage

1. Travel brochure will be assessed through a double evaluation process. Students will use a rubric which includes categories such as clarity of information, relevance of illustrations and creativity. Teacher uses a rubric which evaluates linguistic correctness. The rubric will include a final question giving a rating of how likely the reader is to visit this place, giving an indication of the marketing success of the piece.

2. The skit will be evaluated by the teacher based on a rubric including categories such as relevancy of marketing and cultural concepts, linguistic competency and professional behavior.

3. The marketing plan will be assessed using a rubric with categories which address the evidence of the 5 P's,. The website will be evaluated by the class members as well as the instructor, using a rubric which includes visual appeal, relevance of information and usefulness of the website, as well as appropriate use of language.

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